

*Richard A. Lipsey*  
*Chair*

*Edward D. Markle*  
*Vice Chair*

*Joseph P. Farr*  
*Secretary*

*Joseph C. Rallo, Ph.D.*  
*Commissioner of*  
*Higher Education*



**BOARD OF REGENTS**  
P. O. Box 3677  
Baton Rouge, LA 70821-3677  
Phone (225) 342-4253, FAX (225) 342-9318  
[www.regents.la.gov](http://www.regents.la.gov)

*Claudia H. Adley*  
*Raymond J. Brandt*  
*Marty J. Chabert*  
*William H. Fenstermaker*  
*Chris D. Gorman*  
*Thomas G. Henning*  
*Robert W. Levy*  
*Roy O. Martin III*  
*W. Gray Stream*  
*Collis B. Temple III*  
*Joseph C. Wiley*  
*Benson T. Kinney, Student*

**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**December 7, 2016 • 10:15 am**

Thomas Jefferson Room, W.C.C. Claiborne Building, Baton Rouge, LA

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

- A. Letters of Intent
  - 1. BS / Chemistry – LSUA
  
- B. Proposed New Programs
  - 1. BS / Health Professions - LSUA
  - 2. GC / Six Sigma Black Belt - LA Tech
  - 3. MS / Environmental Resource Science – ULL
  - 4. EdD / Adult Learning & Development - NSU

**IV. Consent Agenda**

- A. Centers and Institutes
  - 1. Initial Approval: Environmental Education & Resource Center – ULM
  - 2. Continued Authorization: Small Business Risk Management Institute – ULM
  
- B. Routine Staff Reports
  - 1. Staff Approvals
  - 2. Progress Reports for Conditionally Approved Programs/Units
  - 3. Letters of Intent/Proposals in the Queue

**V. Other Business**

**VI. Adjournment**

*Committee Members: Joseph Farr, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Thomas Henning; Benson Kinney; Collis Temple III; LCTCS, LSU, SU, UL System Representatives.*

**AGENDA ITEM III A 1**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY in ALEXANDRIA**  
**BACHELOR of SCIENCE in CHEMISTRY**

**BACKGROUND INFORMATION**

LSU Alexandria (LSUA) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science (BS) in Chemistry. The LoI was approved by the LSU Board of Supervisors in September 2015 and circulated to statewide Chief Academic Officers for review, after which the campus has been working with Regents' staff to address questions raised.

**STAFF SUMMARY**

**1. Description**

LSUA intends to design a BS in Chemistry that will meet the needs of students with a variety of career goals, including entrance into the central or south Louisiana chemical industry, becoming local high school chemistry teachers, or pursuing graduate or professional studies in areas such as chemistry, pharmacy or medicine. Chemistry foundation courses are major components of several of the academic programs offered by LSUA, including biology, pharmacy technician, clinical and medical laboratory sciences, and nursing. In addition, the institution currently offers both a minor and a concentration (under the General Studies degree) in chemistry, for which many of the courses required for a chemistry degree have already been created. As student learning outcomes for the intended program, the graduate would:

- Have a solid understanding of foundational chemical principles;
- Know how to work effectively in a laboratory; and
- Be able to apply chemical principles to real world situations.

It is expected that graduates from a proposed BS in Chemistry would be well prepared for positions in product development or as high school teachers, as well as in marketing and sales or in management in area businesses and plants.

**2. Need**

The LA Workforce Commission gives its Five-Star rating to chemists, chemical technicians, and sales representatives of technical and scientific products in wholesale and manufacturing. The intended program would be the only chemistry degree program in central Louisiana, where residents interested in majoring in chemistry at a regional institution must go to Grambling, LSU Shreveport, or McNeese, or they must travel farther to attend Southeastern, SUBR, or Nicholls. While the vast majority of high school teachers in the region are educated locally, among the major barriers for educating Central Louisiana high school students in STEM areas is a dearth of qualified chemistry teachers. LSUA hopes to address that need by offering a local program.

The University included 14 letters of support with the Letter of Intent for this degree concept. The Central LA Chamber of Commerce and the Economic Development Alliance mentioned graduates being candidates to fill positions in both "the growing chemical-related industries in the region" and in the manufacturing sector, helping to build a workforce that will attract new companies to the region, and thereby improving the region's quality of life. Senior representatives from Cleco, Crest Industries, Eclectic Products, the Fabric Care Alexandria Site of P&G Manufacturing, Louisiana Elastomer, Natural Advantage, and Stella-Jones all wrote to voice their support of the program concept because, "It is challenging to find talented candidates for our technical positions because of the scarcity of local science graduates." All wrote that they would be in a much better position to recruit effectively for open positions if LSUA were to generate a pool of chemistry majors, and some (e.g., GSK) mentioned teaching and research partnership possibilities with the new degree. Also in support of the LoI, the director of LSU's Cain Center noted that with access to strong chemistry teachers as a result of this program, regional high schools would be more likely to produce

graduates with quality science backgrounds. Four area school boards (Avoyelles Parish, Concordia Parish, Grant Parish, and Rapides Parish) sent letters attesting to the difficulties they encounter in finding certified chemistry teachers in central Louisiana, observing that LSUA graduates tend to stay in the area and would be in high demand. LSUA's chemistry majors could seek teacher certification via an education minor or through a post-baccalaureate certificate in secondary education after graduation.

### **3. Students**

Although the LOI mentioned an existing chemistry minor and concentration as possible sources of majors in the proposed program, the numbers of students actually pursuing a minor or concentration have been light. A BS program in Chemistry would probably remain small, as they tend to be in all six of the regional universities that offer one, where 3-year averages of completers have ranged from five (at GSU, LSUS, and Nicholls) to 11 at McNeese. The University plans to return to the companies who voiced their support of the LOI and seek additional, concrete commitments that might help to encourage students to choose and complete the major, possibly in the form of scholarships for upper-level majors and summer internship opportunities.

### **4. Faculty Resources & Budget**

Because 14 of the courses that would be required for a chemistry major are already offered, most of the infrastructure and facilities are in place for a BS in Chemistry. LSUA recently hired an additional Assistant Professor of Chemistry to support the overall growth in enrollment and the new BS in Medical Laboratory Science, which includes 16 hours of chemistry in its curriculum due to specialized accreditation requirements. Under the curriculum outlined in the LOI, only a few additional classes would need to be created, and the university believes the current faculty has the expertise to create and teach them. No new full-time faculty members are anticipated to offer the degree until the second year of implementation; adjuncts would be hired as needed. The LOI expects that revenue generated by new chemistry majors would easily cover the expense of a new faculty member, when needed.

LSUA recognized the need for more laboratory equipment in its instrumental analysis lab, but the institution plans to finance its expansion of laboratory equipment through collection of lab fees and through LSUA foundation funds. At its most recent board meeting, the LSUA Foundation earmarked \$25,000 of a recent \$6.6 million gift for chemistry lab equipment. The LOI also refers to a \$50K BoR Enhancement grant for physical chemistry lab equipment that a professor won last year. The proposal, if prepared, will elaborate on program expenses and resources.

## **STAFF ANALYSIS**

The intended curriculum would provide students with a foundation in the basic areas of general, organic, analytical and physical chemistry and biochemistry in a rigorous undergraduate experience. While all BS Chemistry programs are not required to meet the guidelines provided by the American Chemical Society (ACS), the ACS guidelines provide a framework to help ensure that graduates will have the intellectual, experimental, and communication skills necessary to become scientific professionals. LSUA will ensure that students graduating with the degree would be competitive in their field. To that end, a full program proposal should describe the makeup and involvement of an advisory team to help guide evaluation and implementation, a clear indication of how the campus will generate enough majors and enrollments to offer the additional upper level courses and achieve viability, indications of concrete commitment of support from the community, and a detailed discussion of resources and budget.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Bachelor's of Science in Chemistry at Louisiana State University Alexandria.***

**AGENDA ITEM III B 1**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY in ALEXANDRIA**  
**BACHELOR of SCIENCE in HEALTH PROFESSIONS**

**BACKGROUND INFORMATION**

LSU Alexandria (LSUA) requests Board of Regents' approval to offer a Bachelor of Science (BS) in Health Professions. A Letter of Intent for a BS/Health *Sciences* was approved by the BoR in May and October 2015, but after review and consultation with senior administrators, LSUA decided to change the proposed name to BS/Health Professions to reflect its more applied than scientific focus. The program proposal was approved by the LSU Board of Supervisors in October 2016.

**STAFF SUMMARY**

**1. Description**

The proposed BS in Health Professions (BSHP) is designed to provide individuals with the knowledge and competencies necessary for entry into clinical and non-clinical aspects of health care. The 120-hour curriculum would allow students to begin with a 57-hour general education and basic science core before branching into one of the following concentrations: Cardiovascular Technology and Cardiac Devices Sales and Marketing. The Cardiovascular Technology Concentration will prepare students for positions that require skills learned in a clinical setting, and to enter further training in cardiovascular technology. Students who pursue this track will not only be able to work in cardiac catheterization laboratories, but will also be able to work in physician offices, imaging centers, ambulatory care centers, and as technicians for cardiac device companies. The Cardiac Devices Sales and Marketing track will train students for positions that require technical knowledge of cardiac devices and scientific knowledge regarding the clinical application of cardiac devices in order to effectively communicate with health care professionals. A clinical experience is required for both concentrations. Additional concentrations may be developed and added to the degree program in the future.

**2. Need**

As Central Louisiana is a major hub for cardiovascular referrals from nine parishes, it is not surprising that the letters of support from the area's two largest medical centers (Rapides Regional Medical Center, and Christus-St. Francis Cabrini Hospital) expressed a growing need for specialized health professionals to staff their heart catheterization laboratories. Additionally, there is a need for a better trained sales force that has the business and health sciences background to answer questions raised by physicians to help them make informed decisions regarding the application of cardiac devices in medical practice. The proposed program will meet those workforce needs by providing an affordable undergraduate degree that focuses on cardiovascular science and its related technologies. Although there are a number of undergraduate programs in the health sciences/health studies area that are currently offered by public institutions in Louisiana (BS in Health Sciences at Nicholls, BAS in Allied Health at Northwestern, and BS in Health Studies at ULM), LSUA's concentrations in Cardiovascular Technology and Cardiac Devices Sales and Marketing make the proposed program unique.

**3. Students**

The proposed BSHP will attract students from throughout Central Louisiana. The program will be particularly appealing to graduates who have completed an associate degree in a health or science area of concentration. For those students, the program will operate as a 2+2 program. Graduates of LSUA's AS in Radiologic Technology, AS in Nursing, and general science programs would see this degree as an opportunity to build on their current degree, improve their level of education, and increase their earning potential. The university anticipates a minimum of 12 students to enroll per year.

The proposed program would also provide an alternative pathway for students who are not accepted into Allied Health and Nursing clinical slots. The BSHP will offer such students an opportunity to continue in a

health-related program following the concentration in Cardiovascular Technology or in Cardiac Device Sales and Marketing, thus improving student retention within the department and university, as well as meeting an identified workforce need in the region.

#### **4. Faculty Resources, Administration & Budget**

The proposed BSHS will be administered by the Department of Allied Health. Program coordination will be handled by the Department Chair and a Medical Director. Current faculty from the Department of Allied Health and Business Administration will provide instructional support for existing courses required of the proposed curriculum; there is sufficient capacity in courses to accommodate additional students. The cost of program implementation includes the hiring of adjunct instructors and an annual stipend for the program coordinator (a practicing Cardiologist), along with minimal costs associated with travel, equipment and supplies. After the initial implementation startup, program costs will be off-set by self-generated (tuition) funds.

#### **5. Accreditation**

If the program is granted approval, LSUA will seek Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation for the BSHP as soon as it is eligible for consideration.

### **STAFF ANALYSIS**

The proposed program will meet an identified community need for health care workers with skills and expertise in cardiovascular science, while offering students an alternative track in health-related education. The program can be offered at minimal cost to the institution. The program is unique in nature and focus, and it would produce graduates with knowledge and skills sets requested by industry in the region serviced by LSUA.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the Bachelor of Science in Health Professions (51.9999) at Louisiana State University Alexandria. A progress report on program implementation shall be due by February 1, 2018.***

**AGENDA ITEM III B 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA TECH UNIVERSITY**  
**GRADUATE CERTIFICATE in SIX SIGMA BLACK BELT**

**BACKGROUND INFORMATION**

Louisiana Tech University is seeking Board of Regents' approval to offer a Graduate Certificate in Six Sigma Black Belt. The proposal was approved by the University of Louisiana System at their meeting in October 2016.

**STAFF SUMMARY**

**1. Description and Need**

Louisiana Tech University (LA Tech) seeks to establish a Graduate Certificate (GC) in Six Sigma Black Belt. Six Sigma is a strategic approach to designing and implementing quality, process and business improvement through the use of statistical and other analytic tools. Whether in healthcare, finance, government, or manufacturing, acquiring a Six Sigma Black Belt certification not only enhances one's professional skill set, but it also improves an individual's marketability for obtaining competitive positions with successful organizations. The Six Sigma system uses a colored belt system similar to the martial arts hierarchy (with some modifications) to symbolize an individual's level of expertise or role in an organization (e.g., Master Black Belt, Black Belt, Green Belt, Yellow Belt, and White Belt). The proposed certificate program would consist of a 12-credit hour curriculum designed to prepare its students in statistical analysis (INEN 514), quality control (INEN 566), experimentation (STAT 507), and team-based design (INEN 520). Completers of the program can both explain and apply Six Sigma philosophies and principles, including the supporting systems and tools that incorporate the following processes:

- **Define** the problem;
- **Measure** process performance;
- **Analyze** the data and clarify goals;
- **Improve** performance by addressing and eliminating the causes of poor performance; and
- **Control** the improved process and future process performance.

The proposed Six Sigma Black Belt Graduate Certificate program supports workforce development and provides individuals with a valuable skill that can be used to help businesses reach optimal efficiency and productivity. The certificate will be particularly valuable in a number of positions, including: improvement coordinator, production manager, project team leader, quality inspector, quality assurance manager, and technology manager. The proposed GC opportunity is not offered at any other public university in the State.

**2. Students**

The GC/Six Sigma Black Belt program is intended to appeal to students pursuing the MS in Engineering, MS in Engineering and Technology Management, BS in Industrial Engineering, as well as to graduate students in business and in similar areas of study. The program will build on the success of the Six Sigma Green Belt sequence, which averages 42 completers per year. Students who have completed the Green Belt sequence can continue into the Six Sigma Black Belt Graduate Certificate program. LA Tech estimates an initial enrollment for the proposed program of 15 students, increasing to 35 by Year 5 of program implementation.

**3. Faculty, Resources & Administration**

Because the four courses required of the proposed GC are already offered as part of the existing graduate programs in Industrial Engineering and Engineering Technology Management, no additional faculty, facilities, or library resources are required for program implementation. As enrollments grow in the graduate programs and the proposed GC, there may be a need to offer additional sections of the

certificate courses during the academic year, through overloads for existing faculty or other faculty hires within the college. The minimal cost associated with this program offering would be offset by revenue from tuition and fees.

#### **4. Budget**

There are no initial costs to offer this certificate program as the majority of the courses for the certificate have already been established as part of the master's programs in Industrial Engineering and Engineering Technology Management. Projected revenue in the Year 1 of program implementation is approximately \$44K and expected to double (to approximately \$88K) by Year 3.

#### **STAFF ANALYSIS**

A Graduate Certificate in Six Sigma Black Belt program will equip students with advanced problem-solving skills necessary to define a problem; measure its performance; analyze the data; improve and control the processes; and quantify the resulting savings. The curriculum consists of courses currently taught at Louisiana Tech University, so no additional resources are required for program implementation.

#### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Committee recommend approval of the Graduate Certificate in Six Sigma Black Belt (CIP 14.3501) at Louisiana Tech University.***

**AGENDA ITEM III B 3**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA at LAFAYETTE**  
**MASTER OF SCIENCE in ENVIRONMENTAL RESOURCE SCIENCE**

**BACKGROUND INFORMATION**

The University of Louisiana at Lafayette (ULL) requests Board of Regents' approval to create a Master of Science (MS) in Environmental Resource Science. A draft of the proposal was reviewed externally by Dr. Scott Wood, Dean of the College of Science and Mathematics, North Dakota State University, with an evaluation report submitted in July 2016. The final proposal was approved by the LSU Board of Supervisors in Oct 2016.

**STAFF SUMMARY**

**1. Description**

ULL's proposed MS in Environmental Resource Science program is designed to produce highly-trained environmental scientists, conservationists, and problem-solvers who can address the challenges related to environmental resources, with emphasis on water and soil resources. This Master's degree curriculum will prepare its graduates to investigate, characterize, manage and remediate water and soil resources. The 35-hour curriculum, largely drawing from the existing courses in Environmental Science, Geology, and related disciplines, will have a thesis and non-thesis option for students. The thesis and non-thesis curriculum will be largely identical, *except* that students pursuing the thesis option will enroll six thesis hours while those pursuing the non-thesis option will be required to complete an approved 3-hour elective with a three-hour capstone course or a six-hour internship. Required courses in the proposed program are organized into the categories of Water Resources (6 hours), Soil Resources (6 hours), Environmental Methods (3 hours), Seminar (2 hours), and Electives (12 hours, selected from a designated list of courses). Substantial flexibility is built into the program regarding which courses can be chosen to satisfy the Environmental Methods requirement. The program's built-in flexibility and interdisciplinary approach will allow its graduates to enjoy an individualized curriculum while gaining an appreciable level of specialization that aligns with their individual career needs and aspirations.

The objectives of the proposed program are as follows:

- To provide a superb curriculum with complementary research and internship experiences for training and educating students in the field of environmental resources;
- To prepare students for a wide variety of possible careers in the environmental arena; and
- To develop a highly-skilled, critical-thinking workforce that will benefit the State of Louisiana.

**2. Need**

Job growth in Environmental Science is expected to reach 11% over the next decade, according to the U.S. Bureau of Labor Statistics (2016). The substantial growth is primarily due to heightened public concerns environmental issues and increased demands placed on the environment as a result of population growth. Occupational forecasts provided by the Louisiana Workforce Commission also anticipate an increased demand for environmental scientists in the State. Although some environmental science jobs are obtainable with a baccalaureate degree, there are considerable advantages for students who earn a graduate degree in Environmental Science. The need for highly-qualified graduates is expressed in the letters of support from companies and governmental agencies, including: Hydro-Environmental Technology, Inc.; Element; Blue Frog; T. Baker Smith; and the U.S. Department of the Interior. Several of these entities have committed to providing paid internship opportunities annually for students enrolled in the proposed program.

There are currently two master-level programs in Environmental Science in the State of Louisiana. LSU's 36-credit hour MS in Environmental Science includes thesis and non-thesis options and has focus areas in (1) biophysical systems, (2) environmental planning and management, and (3) environmental assessment and



analysis. The MS in Environmental and Chemical Science offered by McNeese includes both thesis and non-thesis options and is comprised of coursework in the disciplines of Chemistry, Agricultural Sciences, and Environmental Sciences. These two programs clearly have different missions than the program proposed by ULL, which will focus specifically on soil and water resources. ULL offers a BS in Environmental Sciences (implemented in Fall 2011) which has three concentrations: soil and water, environmental quality, and digital geography. The proposed MS degree would build upon the existing baccalaureate degree and would provide graduate level education specific to water and soil resources, which is currently not available in Louisiana.

### **3. Students**

ULL's related BS in environmental science (which produced 10 graduates in AY 2015-16) is a very promising predictor for viability and growth of the proposed program. In addition, ULL will recruit students who have earned undergraduate degrees in related fields such as Geology, Biology, Physics, and Chemistry. Collectively, these programs graduate 128 students annually.

### **4. Faculty Resources & Budget**

The MS in Environmental Resource Science will be housed within the School of Geosciences in Hamilton Hall. The proposed program will largely make use of existing infrastructure including facilities, faculty and staff, and courses. Therefore, the incremental cost is expected to be relatively low. Costs incurred for graduate assistantships (a total of four) represent a minimal but necessary investment and will be matched by industry-supported internships and offset by tuition and fees.

## **STAFF ANALYSIS**

The proposed MS in Environmental Resource Science will offer training to students so that they can help to manage and protect water and soil resources in the decades to come. Due to both the specific focus of the curriculum and the critical nature of the topic, the program has a unique mission and will appeal to students without duplicating existing but related graduate degrees.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Master of Science in Environmental Resource Science (CIP 03.0104) at University of Louisiana at Lafayette. A progress report on program implementation shall be due by February 1, 2018.***

**AGENDA ITEM III B 4**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**NORTHWESTERN STATE UNIVERSITY**  
**DOCTOR of EDUCATION in ADULT LEARNING & DEVELOPMENT**

**BACKGROUND INFORMATION**

Northwestern State University (NSU) requests Board of Regents' approval to create a Doctor of Education degree (EdD) in Adult Learning and Development. The proposal was approved by the ULS Board of Supervisors in October 2016 and reviewed by Dr. Marcie Boucouvalas, Program Director and Professor of Adult Learning and Human Resource Development, Virginia Tech. The evaluation report was received in August 2016. Suggestions provided by Dr. Boucouvalas and Regents' staff were incorporated into the proposal, resulting in a stronger program concept.

**STAFF SUMMARY**

**1. Description**

The proposed EdD is a practitioner degree program that will prepare individuals for leadership positions that focus on the adult learning and development, particularly in the community college setting. Specifically, the program will prepare reflective practitioners with a comprehensive understanding of adult learning and development across the following domains: teaching and learning, curriculum and instructional design, workforce development, program management and planning, organizational change, and community college leadership. The 63-credit hour, cohort-based, online program includes 21 credit hours of foundation courses in adult learning and development, along with 12-credit hours in one of two concentration areas: *Community College Leadership* and *Adult Learning and Workforce Development*. The Community College Leadership concentration will focus on the unique complexities of the two-year and community colleges through the study of organization and administrative structures, administration of financial and human resources, and organizational leadership strategies particular to those institutions. The Adult Learning and Workforce Development focus is unique in its attention to the needs and characteristics of adult learners and connection to developing a skilled and flexible workforce. Within each concentration area, students may pursue specialized areas of interest and need through a block of elective courses. Doctoral students could use the electives as the base for an additional 18-hours of graduate study in an academic discipline to meet SACSCOC requirements for teaching in a community college content area.

Coursework for the proposed EdD will be offered primarily in an asynchronous online, cohort environment. Offering online asynchronous education along with the beneficial support of a cohort model allows students who are currently employed to enjoy program flexibility, with the opportunity to continue their work in their career while completing the doctoral program.

**2. Need**

Louisiana Workforce Commission projects indicate an additional 12,000 postsecondary completers are needed over the next ten years to meet the demand of new Tier One jobs, which are critical economic driver industries and which require community or technical college education. The emphasis on expanding postsecondary completion and workforce development opportunities will create the associated need for additional faculty and administrative resources, particularly at the community college level. Institutions are challenged to expand nontraditional learning opportunities and offer increased flexibility to accommodate the life and education needs of adult learners. This will require additional faculty and administrators with the capacity for creating and inspiring innovative institutional change and developing and revamping instructional model and strategies in response.

There are several doctoral programs in the State that provide advanced learning opportunities in educational leadership, curriculum and instruction, and administration. However, none of those programs focus on adult learning, workforce development, and community college leadership. LA Tech, LSUS, SLU,

ULL and ULM offer practice a doctorate (EdD) that addresses general or educational leadership, postsecondary administration, or policy development. GSU offers an EdD whose primary focus is on postsecondary teaching in the context of success in developmental education. Although there is some overlap in coursework, the overlap is primarily within the research courses.

### **3. Students**

The primary market for the proposed degree will come from graduates of NSU's existing MA in Adult Learning and Development (averaging 12 completers per year). In addition, this program opportunity will appeal to college and university staff or instructors seeking administrative leadership positions. NSU projects an initial enrollment of 20 students in Year 1 with the first graduates expected in Year 4.

### **4. Faculty, Administration & Budget**

The proposed Ed.D will be part of the Gallaspy College of Education and Human Development, housed within the Department of Teaching, Leadership and Counseling. The program will be administered by the Coordinator of Adult Learning and Development and the existing Graduate Program Coordinator will provide oversight. All required courses in the curriculum will be new, with development proceeding upon Regents' approval. NSU anticipates that, in addition to existing faculty, one additional doctorate-level faculty member will be required after the first year of program implementation. Projected tuition and fees will cover the costs of additional faculty resources and other minor expenses associated with implementation. In addition, the University has also expressed a commitment to providing adequate funding to initiate and maintain the program.

## **STAFF ANALYSIS**

The proposed doctorate (EdD) program with focal areas in adult learning and workforce development or community college leadership will be particularly appealing to current faculty and students interested in serving in various leadership capacities within the State's system of two-year colleges. It specifically addresses a need that is not available in existing doctoral programs, and its recognition, through electives, of possible needs for additional graduate-level work in content areas make it responsive to both aspiring faculty and administrators, alike.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Doctor of Education degree in Adult Learning and Development (CIP 13.1201) at Northwestern State University. A progress report on course development and program implementation shall be due by February 1, 2018.***

**AGENDA ITEM IV A 1**  
**REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL**  
**UNIVERSITY OF LOUISIANA at MONROE**  
**ENVIRONMENTAL EDUCATION AND RESEARCH CENTER**

**BACKGROUND INFORMATION**

University of Louisiana at Monroe is requesting one-year conditional approval of the Environmental Education and Research Center. The request was approved by the LSU Board of Supervisors at their October 2017 meeting.

**STAFF SUMMARY**

**1. Description and Need**

The proposed Environmental Education and Research Center (EERC) will comprise of a multi-disciplinary education and research team, located at the former Louisiana State University AgCenter Calhoun Research Station. The mission of the ULM-EERC will be to:

- (1) Establish onsite research into clean water technology using Louisiana's natural wetlands;
- (2) Develop an interest in STEM careers among students living in Ouachita Parish; and
- (3) Promote economic development with Ouachita Parish.

Nonpoint Source (NPS) Pollution, pollution that does not come from a single point or location, is one of the major categories that need to be addressed in order to improve water quality within the State. The Louisiana Department of Environmental Quality (LDEQ) Water Quality data indicates that one-half to three-quarters of Louisiana's rivers, lakes, and other water bodies are affected in some way by NPS. NPS is the result of suspended sediments, nutrients, and organic matter (sewage) that enter waterbodies during rain events. The Center will conduct onsite research using both constructed and natural wetlands with various combinations of treatment processes to improve municipal wastewater and agricultural and storm water runoff and water quality in recreational waterbodies. The ultimate goal is to develop a Wetland Enhancement plan to reduce local pollution.

In addition to the research initiatives discussed above, the EERC will also strive to improve on STEM education in the region, especially among socioeconomically disadvantaged students. EERC will serve as a much needed resource center for area science teachers who will collaborate with ULM faculty and develop lessons that are more appropriate for their particular location. One potential highlight of the EERC is the development of a science *Exploratorium* for middle and high school students, an area where teachers from local schools can bring students on field trips and enable them to interact with science and nature within an experimental framework. All of these interactive and engaging activities will create awareness and appreciation among students through a transformative educational experience that will potentially spark interest in STEM as an educational and career pathway.

**2. Initiatives and Objectives**

The goals of the proposed Institute are consistent with the role, scope, and mission of ULM. Specific objectives of the proposed EERC are as follows:

- Provide a research site to better understand and improve wetland use;
- Provide a center for the environmental education of area K-12 schools;
- Provide onsite demonstrations for students to learn about water quality monitoring, the effects of pollution, methods to reduce pollution, and the protection of Louisiana's valuable water resources;
- Implement place-based and experiential learning and research opportunities for students; and
- Build capacity for school teachers in STEM disciplines.

### **3. Resources and Administration**

ULM has entered into an Interagency Agreement with the Ouachita Parish Police Jury to secure and occupy the 329-acre site. Five ULM faculty members from the College of Arts, Education, and Sciences and the College of Health and Pharmaceutical Sciences, with backgrounds in biology, toxicology, geography and education, will initially be affiliated with the proposed Center. The faculty have strong research backgrounds, including peer-reviewed publications and grant funding. Oversight of the proposed Center will be provided by two Co-Directors; no significant change in administrative structure will occur with the creation of the Center.

### **4. Budget**

The projected expenses of the Center activities include undergraduate student support, materials and supplies, and analytical lab provisions totaling an estimated \$10K for Year 1. Start-up funding will be provided through a reserve account of ULM's Office of Academic Affairs. Future funding sources will be grants and contracts from agencies/entities such as U.S. Fish and Wildlife Services, Louisiana Systemic Initiatives (LaSIP), EPA Environmental Education (EE) and Wetland Program Development Grants. Affiliated faculty, along with partners and consultants involved with the ULM-EERC, have begun collaborating with personnel in the agricultural and business sectors to identify funding sources and explore solutions to environmental pollution problems, especially those concerning surface waters.

### **STAFF ANALYSIS**

The establishment of the Environmental Education and Research Center will provide many benefits toward natural resources conservation, education, community involvement, and public health and well-being for the people of the northeast region and the state of Louisiana. Start-up costs are minimal and will be funded through a reserve account of ULM's Office of Academic Affairs, but the Center should be able to demonstrate its ability to secure external funding support in order to continue its operations.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend one-year conditional approval of the Environmental Education and Research Center at University of Louisiana at Monroe, with a progress report and request for continued authorization due by 1 January 2018.***

## AGENDA ITEM IV A 2

### REQUEST for REAUTHORIZATION of a RESEARCH UNIT

#### UNIVERSITY OF LOUISIANA AT MONROE SMALL BUSINESS RISK MANAGEMENT INSTITUTE

##### BACKGROUND INFORMATION

The University of Louisiana at Monroe requests continued authorization of the Small Business Risk Management Institute. The institute was conditionally approved in December 2011 and was granted full approval in March 2013.

##### STAFF SUMMARY

###### **1. Description and Need**

The primary purpose of ULM's Small Business Risk Management Institute (SBRMI) is to provide both advocacy and education to support small businesses in the area of risk management, as a source of relevant, reliable, and nonpartisan information that may significantly enhance small businesses' development and success. According to the Small Business Administration, only about half of new small businesses survive their first five years, and a third survive ten years or longer. Clearly, starting and maintaining a small business involves significant risk. Consequently, as small business owners become better prepared to manage risk, it is more likely they will survive and grow and have a positive impact on economic development. While no clear tie can be made between risk management and survival it is reasonable to assume that the former (e.g., development of a succession plan and a cash cushion) could have prevented some business failures.

The ongoing primary objectives of the Institute are to:

1. *Provide advocacy for small businesses;*
2. *Support economic and workforce development for small businesses;*
3. *Develop training materials for use by small businesses; and*
4. *Produce applied research that is beneficial to small business owners.*

These objectives are being achieved by assessing small business risk management needs and efforts, by training, and by continuing to conduct and publish research related to small business and risk management.

###### **2. Accomplishments**

The primary focus of the SBRMI has been on conducting Risk Management Assessments for small business owners across the state and country. Since its inception, more than 1,200 assessments conducted through the Institute have provided valuable learning experiences for students and small business owners, alike. In addition, over the last several years, members of the Institute have:

- Partnered with the LA Professional Insurance Association and the LA Small Business Development Center to deliver social media training to representatives from approximately 50 companies on how to market insurance products.
- Presented results of the analysis of small business risk management surveys at the American Society for Business & Entrepreneurship Conference in New Orleans, and published a series of newspaper columns related to survey findings.
- Developed complete risk management recommendations for over 25 businesses, ranging from restaurants to contractors, and farmers to medical providers.
- Presented small business resilience research at the National Hurricane Conference at the invitation of the National Insurance Information Institute.

### **3. Resources and Administration**

The Director of the Small Business Risk Management Institute reports directly to the Vice President of Academic Affairs. The Institute is housed in office suite currently used by the Insurance Studies program at ULM. As a result, no additional space is required. With the recent addition of a new faculty member in the risk management and insurance department, five faculty members support the work of the Institute.

### **3. Budget**

Funding for SBRMI activities is derived primarily from institutional appropriations, earnings in an endowed professorship, and nominal fees self-generated through training programs. The Institute is closely linked with an undergraduate degree program (that produced 13 graduates in 2015-16) and offers both a service to the community and applied learning laboratory opportunities for ULM students. The revenue supports the operations of the Institute.

#### **STAFF ANALYSIS**

SBRMI fulfills important needs for local and regional businesses while providing excellent opportunities for students in the university's Risk Management and Insurance program. The Institute relates directly to the university's mission to provide direct support and expertise in support of regional economic development. The Institute requires little funding and has adequate space to operate on the ULM campus.

#### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval for continued authorization of the Small Business Risk Management Institute (SBRMI) at the University of Louisiana at Monroe, through 1 December 2019.***

**AGENDA ITEM IV B 1**  
**ROUTINE ACADEMIC REQUESTS**  
Staff Approvals

<b>Institution</b>	<b>Request</b>
McNeese	Request to offer several Teacher Educations programs 100% online, effective Summer 2017, to benefit students who are also employed full-time: MEd/Educational Leadership (CIP 130401); MEd/Educational Technology Leadership (CIP 139999); MS/Instructional Technology (CIP0130501); GC/Educational Diagnostician (CIP 131009); GC/Academically Gifted Education (CIP 131004); and GC/Reading Specialist (CIP 131315) – <b>Approved</b> .



## AGENDA ITEM IV B 2

### PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2010	<p>BPCC  <b>AAS in Construction Technology and Management</b> (52.2001)                      Conditional approval was granted on 02.25.2010 with a progress report requested each year; the most recent report was received on 11.28.16.</p>	<p>An update on personnel was provided as was information on program equipment. The campus also garnered support from various construction companies, supplies and associated firms to contribute an on-going scholarship fund for incoming and existing students. Information relevant to 2+2 agreements was included in the report as well. Enrollment in the program has remained consistent with 69 majors reported for AY 2016. The campus reported one graduate in AY 2016; and anticipates 2 graduates in Spring 2017.</p>	<p><u>Accept the progress report.</u> A subsequent report is requested by 12.01.2017.</p>
10.2011	<p>La Tech  <b>BS in Cyber Engineering</b> (14.9999)                      Conditional approval was granted on 10.26.2011 with a progress report requested each year; the most recent was received on 11.16.16.</p>	<p>The campus reported an enrollment of 168 students for AY 2016-17, representing a 12.5% increase from the previous year. There were 7 degrees awarded in Spring 2016, and 14 are anticipated for Spring 2017. Now that the program has produced sufficient number of graduates, they plan to seek accreditation, through the Engineering Accreditation Commission of ABET.</p>	<p><u>Accept the progress report.</u> A subsequent report is requested by 12.01.2017.</p>
06.2007	<p>SLU  <b>BS Sport Management</b> (31.0504)                      Conditional approval was granted on 06.23.07 with a progress report requested each year; the most recent was received on 11.07.16.</p>	<p>The degree has been fully implemented and has averaged 20 graduates per year. SLU's program was granted COSMA candidacy status in Sept 2013 and is preparing the self-study document as an applicant for accreditation.</p>	<p><u>No further reporting is necessary,</u> based on Program productivity and movement toward COSMA accreditation.</p>
09.2012	<p>ULL  <b>GC in TESOL</b> (13.1401)                      Conditional approval was granted on 12.2012 with a progress report requested each year; the most recent was received on 11.16.16.</p>	<p>The campus reported 3 students enrolled in the program. 2 certificates were awarded in Spring 2016, which are the first completers since program inception.</p>	<p><u>Accept the progress report.</u> A subsequent report is requested by 12.01.2017.</p>

**AGENDA ITEM IV B 3**  
**LETTERS of INTENT/PROPOSALS in the QUEUE**  
**Forwarded to BoR by Management Boards**

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	ULM	BA - Dance	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Under staff review, discussion with campus.
	LSUA	BA - Religious Studies	03.24.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Campus is collecting information on student interest.
	GSU	BA – General Studies	10.31.16	11.03.16 circulated to CAOs with input requested by 12.05.16.
<b>Program Proposals</b>	BRCC	AAS - Midwifery	07.31.15	On hold for discussion with the campus: cost, faculty, licensure, accreditation.
	LSU	MS/Agricultural & Extension Education	06.28.16	06.28 – requested prioritized list of recommended external reviewers; list received 08.26; requested additional information 08.29; info received 09.13; campus revising the request to include the PhD as restructuring/ reorganization of existing programs, expected in early 2017.
	SUBR	GC/Supply Chain Mgt & ERO Systems	09.09.16	09.15 – Questions sent to campus; awaiting response.
	La Tech	GC/Cyber Education	09.15.16	Under staff review; questions sent to campus about curriculum and relevance; discussion is ongoing.